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ABSTRACT

With the ultimate objective of creating conditions in inner-city schools that will enable children to learn, Temple University has begun a program to recruit and prepare doctoral candidates in English education, mathematics education, social studies education, and science education for leadership roles in urban education. The four components of the program are academic education, professional education, school and college internships, and community involvement, with emphasis on the latter two. The academic and professional education components are coordinated by a 20-member Metropolitan Advisory Committee composed of representatives from the public schools, the community, colleges within the university, state and community colleges, and high school students. The internship component includes teaching, classroom research, and student teacher supervision, first in the public schools and then at cooperating colleges. The community involvement component is to be elaborated by Black and Puerto Rican Community Program Planning groups to provide contacts in the homes, in the streets, in the churches, in recreation centers, and with landlords, police, and health agencies. (RT)

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A GRADUATE PROGRAM FOR THE
TRAINERS OF TEACHER TRAINERS FOR LEADERSHIP
ROLES IN URBAN EDUCATION

An Overview

TEMPLE UNIVERSITY
PHILADELPHIA, PENNSYLVANIA

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BACKGROUND

In the early part of 1969, Temple University received a planning grant from the Office of Education to plan and develop a program for the training of doctoral candidates for leadership roles in urban education.

This paper presents a brief overview of the program - referred to as Trainers of Teacher Trainers. (TTT)

Through its combined practicums, community involvement, and academic program, this program purports to bring together, with singular objective, community, school district, the many colleges that comprise the university, other local teacher training institutions, the T, the TT, and the TTT.

RATIONALE

Substantial evidence exists which indicates that the academic achievement of children attending inner city schools is well below that of national norms.

In Philadelphia attempts to identify and resolve some of the issues and problems affecting such conditions are currently being undertaken by the local school district, Temple University, and other community and educational organizations. As part of its program Temple University in conjunction with the School District of Philadelphia has, for many years, been operating a variety of student teaching, intern, off-campus courses, and staff development programs. Although some progress has been noted it is apparent that the gains have been less than significant.

It is the feeling of a substantial number of concerned persons that a major cause of the limited success of the efforts thus far expended has been the failure to synthesize the various forces. The community has not played a sufficiently active role nor has the teacher trainer or the trainer of the teacher trainer.

PROJECT OBJECTIVES

The objectives of the program are many and varied. In the final analysis, all that is done or attempted is intended to create conditions in inner-city schools that will enable children to learn. This involves many components such as relevant programs, interested and dedicated teachers, viable strategies, supportive administrators, involved community as well as the direct involvement of teacher training institutions.

The following delineation, albeit somewhat abridged, reflects the objective parameters within which the project will operate:

A. General

1. To recruit and train (at the doctoral, Ed.D. level), young educational leaders, especially those from "minority groups", to serve in curriculum and instructional roles in teacher education.
2. To provide highly trained teacher trainers in the areas of English, Science, Mathematics, and Social Science, who can relate to the inner-city schools.
3. To provide a laboratory in which the trainer of teacher trainers can realistically examine his offerings and models.
4. To blend, unify and integrate the academic, school, community, and other professional knowledges necessary to function effectively at all educational levels concentrating on the economically, socially, and educationally deprived.
5. To utilize and research fresh ideas, practices, methodology and content in an integrated interdisciplinary program featuring the behavioral sciences and humanities and extensive use of community, school and college internships.

B. Specific

1. As they relate to the Public Schools:

- a. To affect a change in curriculum.
- b. To affect a change in teaching methods.
- c. To vary the environment within which learning takes place.

2. As they relate to the community:

To productively involve the community in the educational process.

3. As they relate to Temple University:

- a. To create dialogue between the various departments of the University.

- b. To create change in teacher education.

4. As they relate to associated teacher training institutions:

To create change in teacher education.

5. As they relate to all teachers:

To create changes in attitudes and behavior. Even though this objective is the last one stated in this list, it is not meant to be ordered last in significance. It is anticipated that teachers, directly or indirectly involved with the project, will examine their behavior and attitudes toward their students, their roles and the community. It is only by this involvement that we can expect to influence attitudes and behavior.

An overnight realization of our objectives is not anticipated. However, we do expect to have impact upon some phases of the educational process within a relatively short period of time-as early as the first year of the project. In fact, it is safe to say that some gains have already been made in terms of attitudes of members of our advisory committee as well as other groups and individuals with whom the project has come in contact.

PARITY PRINCIPLE

At the outset, the director and planners sought a central committee in which to invest joint responsibility. The Metropolitan Advisory Committee (MAC) was given the charge to cooperate toward developing programs in four designated areas: 1) Academic (Liberal Arts) 2) Specialized Professional Education (English Education, Mathematics Education, etc.), 3) General Professional Education (for all candidates, regardless of specialization), and 4) Practicum (field experiences and internships). As questions arose relative to admissions of candidates, recruitment, criteria for instructors, etc., all were noted as within the province of the Metropolitan Advisory Committee.

In view of the criteria set by EPDA, the MAC is composed of representatives from: 1) Philadelphia Public Schools, 2) Philadelphia Community, 3) Liberal Arts (Temple), 4) Education (Temple), 5) State and Community Colleges, 6) High School students, making a total membership of about 20 people. It is important to note here that the community participants, two Black, two Puerto Rican, and one White, play a significant role in MAC. It is also important to note that the elected chairman of MAC is one of these community representatives and also the most influential grass roots leader in the North Philadelphia area.

Consistent with the criteria and other goals of the program, about 50% of the MAC is composed of minority group members.

COMMUNITY PARTICIPATION AND SUPPORT

It must be realized that in a metropolitan area the size of Philadelphia it is impossible to define "Community". There are many communities. We believe that through our MAC representatives, we have been able to communicate with and solicit help from many of the organized groups as well as from individuals. Hearings have been held with Home and School coordinators, Black Secondary School Students, the Puerto Rican Fraternity, Welfare Rights,

HUB of Model Cities, School Drop-Outs, Ministers, and the Black Panthers. On November 17, 1969 a general meeting with representatives of all the above groups was held.

All of these meetings have taken place in the ghetto - in homes, churches, and even a funeral parlor. The fewest number of MAC attenders has been five; the norm has been seven. We have all been affected by these meetings and recognize their value in terms of implications for the program, tactics to secure willing cooperation, and the effect upon the attitudes and behaviors of those of us who are presently responsible for the training of teachers of teachers and who are preparing to assume leadership roles in the TTT. In actuality the third T has already begun.

It is in the area of community and field experiences that the community meetings have been of most value. It has been encouraging to note the extent to which these organizations have expressed willingness to "open" their homes and neighborhoods in order to provide realistic community experience for TTT candidates.

PROGRAM

Introduction

The overall goal of the program is to recruit and prepare, for urban leadership, doctoral candidates in English Education, Mathematics Education, Social Studies Education, and Science Education. The agreed upon components are academic, professional education, school and college internships, and community involvement, with much emphasis on the latter two.

Before reviewing the following program components it should be emphasized that, due to the parity principles and the experimental nature of the program, many of the offerings are open ended and loosely defined. Whenever possible courses will relate their content to inner-city education. It is also necessary, in view of the above and the nature of the anticipated population, to keep the program flexible. It is expected that individual

guidance and counseling will result in a great deal of individualization particularly in the subject matter and internship phases of the total program.

GENERAL EDUCATION

The program in general education will be chosen from amongst the following courses, many of which are currently included in the university's catalogs. However, some experiences, particularly those dealing with ethnic cultures and urban affairs, will draw heavily upon the community itself for instructional leadership.

- Ethnic Culture (Anthropology)
- Urban Society - Groups
- Intergroup and Human Relations
- Communications
- Human Growth and Development
- Learning and Teaching (Micro teaching)
- Learning Theory
- Research and Statistics
- Foundations of Education
- Curriculum Designs and Development
- Seminars in College Teaching, Curriculum and Foundations of Higher Education

MATHEMATICS/MATH EDUCATION

A. Mathematics

1. It was agreed that each TTT fellow should gain adequate depth in the field of mathematics.
2. Recognize that candidates would be admitted with varying mathematical backgrounds, it will be necessary to provide individualized programs in order to achieve number 1 above.
3. In general it is felt that those entering the project with an equivalent of an undergraduate major in mathematics could realistically be raised to a level approximating an MA while those entering with less than an equivalent would settle somewhere between a B.S. and an M.A.
5. Every attempt would be made to staff these offerings with professors sensitive to the problems of teaching. Effort will also be

extended to involve the Liberal Arts Mathematics Professor in with the total TTT project.

6. With reference to #4 above the student will be expected to structure a program from amongst the following courses

- Elementary and Intermediate Analysis
- Linear Algebra
- Modern Algebra
- Number Theory
- Geometry
- Statistics and Probability
- Computers
- Logic and Elementary Set Theory
- Introduction to Topology
- Differential Equations
- Problem Seminar

B. Mathematics Education

The following courses currently offered by the Mathematics Education Section will be available to the candidates.

- Mathematics Curricula
- Teaching Mathematics to Disadvantaged Youth
- Mathematics in the Elementary School
- Seminar in Mathematics Education

ENGLISH/ENGLISH EDUCATION

A. Principles that lie behind the program envisaged for the English component of TTT:

1. Wherever possible, theory and practice for both student and instructor should be combined (this includes the idea of internship).
2. An emphasis on the interrelationships of areas within the discipline (writing and literature, linguistics and writing, etc.)
3. The necessity of individualizing the experience for those taking part in the program--a consideration of the student's background in designing his curriculum; the use of independent study; etc.

B. English Curriculum for TTT:

The curriculum will be taken from the following experiences (some of which already exist in specific College of Education courses and in

English Department courses close in nature to what we recommend):

1. History of the English Language, and Linguistics focussed particularly on inner-city language patterns.
2. Literature of minority groups (College of Education--Amato, Wehr)
3. Language and Culture
 - a. dialects
 - b. English as 2nd language (also conversational Spanish)
 - c. influence on reading
4. Problems of teaching world literature in inner-city school.
5. Humanities in the inner-city school.
6. Multi-media approach (film, lab, etc.)
7. Introduction to graduate study in English for the trainers of teachers for urban schools.
8. Writing course
9. Independent study in English
10. English grammars: transformational and generative (Wehr, Allen)
11. Critical reading of literature

INTERNSHIPS & PRACTICUMS

First & Second Years (Public School - Elementary & Junior High)

1. Teaching (Inexperienced personnel)
 - (a) "Fellows" can assume responsibility for a teachers load in pairs. One observes while the other teaches. Both can operate during classwork or lab time.
 - (b) There should be no experimentation at least during first half of year. This period should be used to acquaint "fellows" with the classroom and its associated problems.
 - (c) Curricular and pedagogical experiments can be initiated during second half of the year under direction of supporting staff or with co-

operation of experienced "fellows".

2. Other Experiences (Experienced personnel)

(a) Curriculum studies

In conjunction with the supporting staff it will be possible for experienced members of the TTT team to attempt mini-programs for urban classrooms. These should be carefully constructed and employed with appropriate measures of results. These experiments should also involve regular teachers of the department.

(b) Methods studies

See (a) above

(c) Supervision

Some of the "fellows" can gain experience in supervising other student teachers.

Third Year (College)

To be conducted at Temple or other cooperating colleges.

1. Teaching

The TTT fellow in his final year should be responsible for classes in cultural, methodology and curriculum at the college (or Junior College) level. He should both assist professors and have sole responsibility.

2. Supervision

The TTT fellow should have responsibility for student teaching supervision.

3. Research

The TTT fellow should enter into small research projects with a staff member.

COMMUNITY

Each intern must be involved in a face to face contact with people in the community on a broad basis - day and/or night participation in the neighborhood.

The following list will be amplified along specific lines by the CPTG -
Community Program Planning Group:

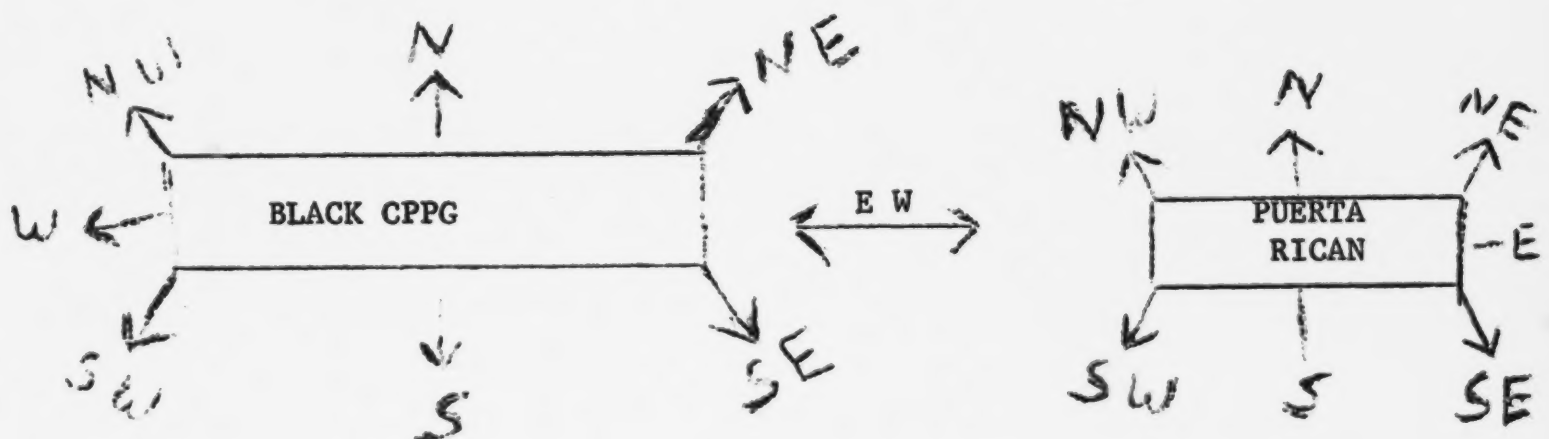
1. Contacts in the homes
2. Contacts in the streets (local establishment, credit agencies, etc.)
3. Contacts in the churches
4. Contacts in the centers (recreation and social)
5. Contact with landlords, Police, Health Agencies

These activities will be no different than those which were a part of TTT planning. However, they will be structured along more intensive lines. A seminar will be given by the CPPG following the field experiences in the neighborhood.

The function of the CPPG leaders will be to plan - coordinate and serve as a seminar leader to deal with urban problems as perceived by interns and the community.

The following structure of CPPG will be developed along specific lines:

The first task will be to construct. The main CPPG center and their networks will be established tying in other communities.



SCHEDULE

It is the intent of the program to remain flexible. The following schedule is presented merely to illustrate the integration of the many components.

First Summer

	Ethnic Cultures	
	Human Growth & Development	
(9s.h.)	Observation, Tutoring and	Combined Offering
	Classroom Experiences	
	Urban Affairs - Community Involvement	

First Academic Year

1st Semester

	Internship and Teaching Seminar (In public school)*	
(9s.h.)	Subject Matter (Mathematics/English)	
	Urban Affairs - Community Involvement	

2nd Semester

	Internship and Curriculum Seminar (In public school)*	
(9s.h.)	Subject Matter (Mathematics/English)	
	Urban Affairs - Community Involvement	

Second Summer

	Foundations of Education	
(9s.h.)	Learning Theory	
	Subject Matter (Mathematics/English)	

Second Academic Year

1st Semester

	Internship and Teaching Seminar (In public school)*	
(11s.h.)	Subject Matter (Mathematics/English)	
	Curriculum Design & Development	
	Urban Society - Community Involvement	

2nd Semester

	Internship & Curriculum Seminar (In public school)*	
(11s.h.)	Subject Matter (Mathematics/English)	
	Research & Statistics	
	Urban Society - Community Involvement	

Third Summer

- (9s.h.) Research & Statistics
Subject Matter (Mathematics/English)

Third Academic Year

1st Semester

- (10s.h.) Internship and Teaching Seminar (College)*
Foundations of Higher Education
Subject Matter (Mathematics/English)
Urban Society - Community Involvement

2nd Semester

- (10s.h.) Internship & Curriculum Seminar (College)*
Subject Matter (Mathematics/English)
Dissertation Seminar
Urban Society - Community Involvement

* Mathematics/English Education offerings are included and are an integral part of this experience.

Credit distribution for the program is as follows:

Subject Matter (Mathematics/English)	24-30 s.h.
Professional Courses (Mathematics/English Education) including in-class experience	18 s.h.
General Education Courses (including core)	27 s.h.
Urban Affairs & Community Participation	<u>15 s.h.</u>
	84.90 s.h.